

Testimony to the Utah State Legislature Education Committee

August 21, 2008

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Management Team (Today's Presenters Highlighted)

Randy Shumway: Board President and CEO

President; The Cicero Group

Managing Director; Answerthink

Sr. Strategist; Bain and Company

President; Dublin Unified School District School Board School

Harvard Business School, MBA, Highest Honors

Trent Kaufman: President

Principal; Wells Middle School and Livermore Elementary School

Vice-Principal and Dean; Dublin High School

Economics Teacher; Dublin High School

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Research Analyst; SJ Quinney Law School

Research Analyst; Yale University

Research Director; Brigham Young University

University of Utah, J.D; M.S., Research Science

Dr. Daniel Coffeen: Research Design Lead

Professor; University of California, Berkeley

Founder and President; Joyful Complexity

Founder and President; Art and Culture

UC Berkeley, PhD, Rhetoric

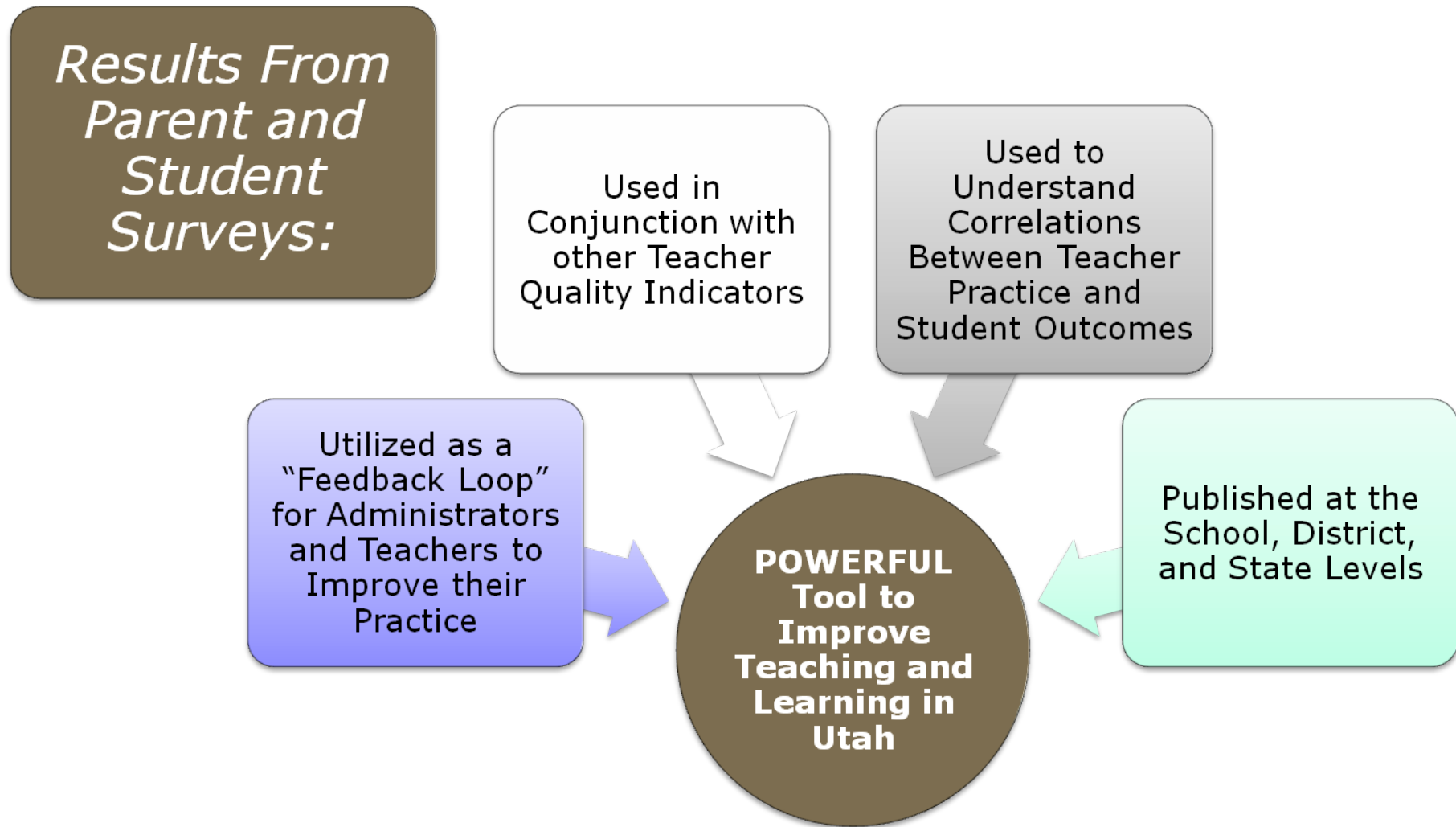
Maureen (Mo) Craig: Account Planning Lead

Senior Vice-President; Collaborate

V.P. of Account Planning; D'arcy, Masius

Director of Account Planning; Campbell-Ewald

Wesleyan University, B.A. Phi Beta Kappa

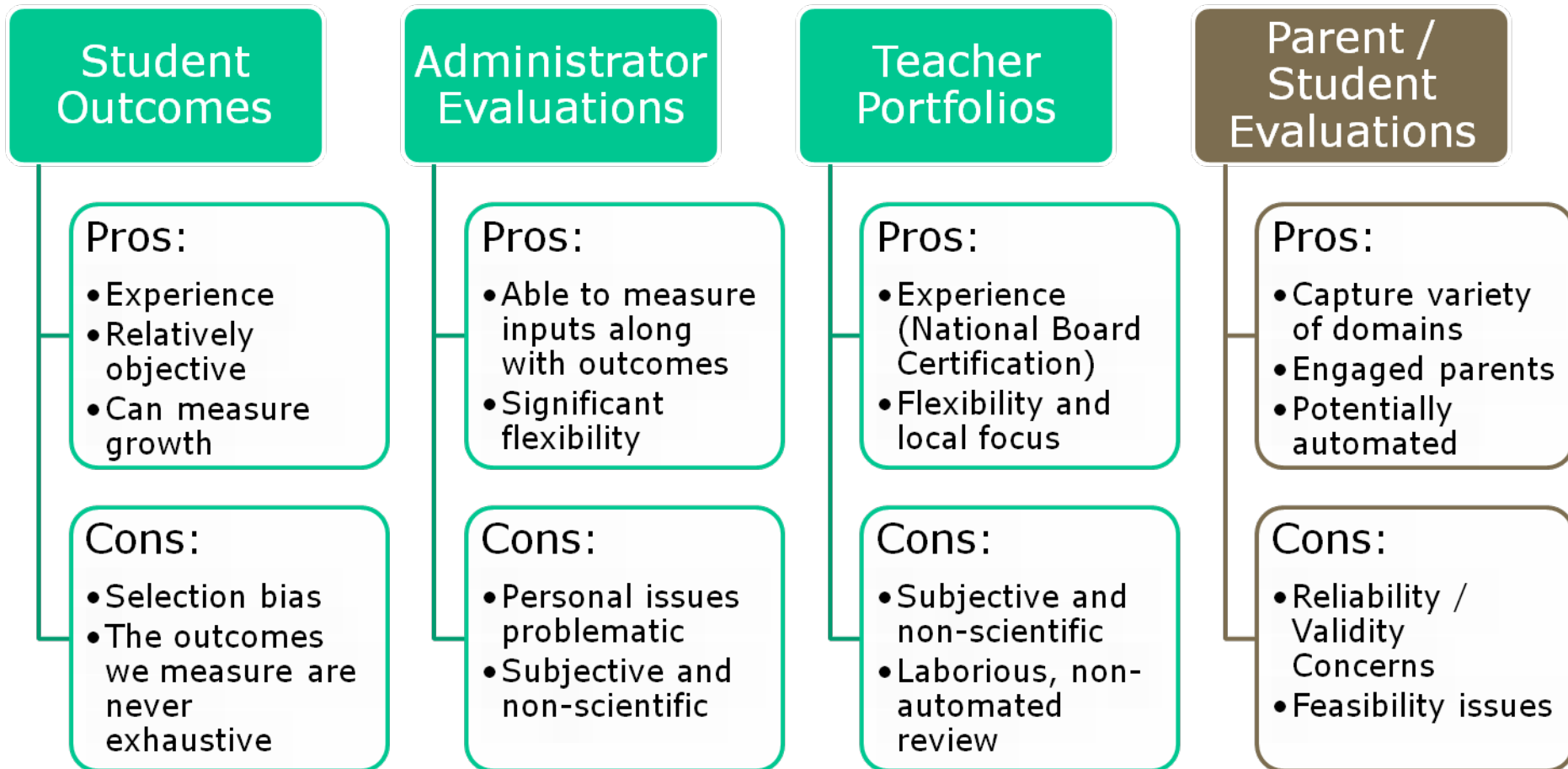


Reasons to measure / assess teacher quality:

- **Why measure and assess teacher quality?**
 - Education researchers agree: teacher “effects” are significant
 - Measurement and documentation may be sufficient incentive
 - Measurement leads to more effective management
 - Growing consensus in *defining* high quality teaching
 - Defining elements of teacher quality is often a meaningful step for schools/districts/states
- **Why not measure and assess teacher quality?**
 - Less agreement in reliable ways of *assessing* high quality teaching
 - Random “noise” in the data is troubling

Measuring and Assessing Teacher Quality

“Satisfaction” surveys as a way to measure and assess teacher quality:



**Concerns with assessing teacher quality through parent / student surveys
(for compensation)**

- **Reliability**
 - Response rates can have large impact on results
 - Sample Sizes are quite small per teacher (yet a potential census)
 - Child age appropriateness
- **Validity**
 - Construct validity: Do survey questions accurately represent the constructs to which they serve as a proxy?
 - Face validity: Does the survey in totality accurately measure teacher quality?
- **Cultural hesitancy**
 - Lack of precedent and reliability/validity issues illicit normal hesitancy

Ways to consider overcoming these potential barriers:

- **Utilize survey results alongside other teacher quality indicators**
 - Consider compensatory, not conjunctive index
- **Utilize surveys as a feedback mechanism to equip teachers and administrators with valuable insights to accomplish their goals – improving student learning and classroom environment**
- **Utilize data in regression analysis to uncover correlations between teacher practices (as discovered through parent/student surveys) and student outcomes in order to improve teacher initial and continual education**
- **Publish amalgamated results on a school- and district-wide basis; create a “Balanced Scorecard” dashboard in order to inform education policymaking at the local and state level**
- **Foster school- and teacher-level survey flexibility**
 - Allowing principals and teachers the flexibility of adding their own custom questions to the survey will increase relevancy and therefore improve data usage
 - Various administration options can improve response rates

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